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EXTENSION SERVICE *Review*

MAY 1959

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U. S. DEPARTMENT OF AGRICULTURE



YOUTH DEVELOPMENT



Official monthly publication of
Cooperative Extension Service:
U. S. Department of Agriculture
and State Land-Grant Colleges
and Universities cooperating.

The Extension Service Review is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

Vol. 30

May 1959

No. 5

Prepared in
Division of Information Programs
Federal Extension Service, USDA
Washington 25, D.C.

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EAR TO THE GROUND

Some of you have already heard and read about Extension's 10 new objectives in youth development. Others will be getting acquainted with them in this issue.

As you read these objectives and how they are being interpreted in 4-H projects and activities, I hope you won't think, "What? Another new extension program?" No, these objectives don't represent a "new" program. They are a 1959 model of a youth program older than Extension.

I heard this idea about "new programs" expressed well on a trip to Alabama a few months ago. I was visiting with Director P. O. Davis, who retired last month after four decades in extension work.

He said, "You know, a lot of people in Extension get the wrong idea about Farm and Home Development, Rural Development, Program Projection, and so on. They say, 'Well, here comes another new program. I wonder what they'll think of next.'

"They're wrong," Mr. Davis went on. "These aren't new any more than a 1959 car is a new development. It's a new model, sure, but it still has four wheels, a radiator, battery, etc. It's just an improved version of the basically same automobile.

"The same thing is true of these extension activities," he added. "Farm and Home Development is just a modern version of something Extension has been trying to do for a long time. We have to keep up-to-date if we're going to get the job done."

That's why we have 10 modern objectives in youth development. These objectives recognize the changes taking place so rapidly in agriculture and enable youth workers to keep their programs geared to the times.

This "new model" doesn't discard any of the time-proven values that have helped make 4-H a vital force in the lives of millions of young people. It strengthens them. And it adds some timely features—increased emphasis on science, for example—that can take extension youth programs to even greater accomplishments in the years ahead.

Next Month: Conservation, Development, and Wise Use of Natural Resources will be featured in the June issue. Articles will discuss the relationship of various resources; take a look at the current situation in specific areas such as water, timber, soil, fish and wildlife; and give examples of Extension activities in these areas

—EHR

The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. Use of funds for printing this publication approved by the Director of the Bureau of the Budget (June 26, 1958).

The Review is issued free by law to workers engaged in extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 15 cents per copy or by subscription at \$1.50 a year, domestic, and \$2.25, foreign.

moving ahead in **YOUTH DEVELOPMENT**



by W. A. SUTTON, *Director of Extension, Georgia, and
Chairman, Extension Scope Youth Development Committee*

As an extension director, I am vitally interested in Extension charting a wise course to provide the greatest possible service to the largest possible number of people. I know that we can continue to look to the youth program for leadership and inspiration so important to success.

Knowing extension youth workers, I am confident that we will respond to the challenging needs of American youth. By extension youth workers I mean every extension worker whether he or she be a county agent, subject matter specialist, administrator, or 4-H Club leader. Each has a definite responsibility to the young people Extension should serve.

The present high status of 4-H Club work and other youth programs is something in which all extension workers can take personal pride. Our efforts and the thrilling response of thousands of boys and girls and volunteer adult leaders has won us the confidence and support of business, governmental and civic leaders, parents and the general public. If we are to maintain and increase this support, however, we must use the present pinnacle of achievement as a launching pad from which to move out and upward toward even greater achievements.

It is not my purpose to say how this should be done. Objectives adopted by the Extension Scope Youth Development Committee and methods to attain these objectives are discussed elsewhere in this issue. I wish only to lift up what are generally recognized as the most acute needs and most pressing problems facing Extension in the area of youth development.

4-H Club membership must be expanded to include more boys and

girls. In spite of a steady increase in 4-H Club enrollment during the past 12 years, the proportion of young people reached in relation to the potential has actually decreased. Membership reached a new high of 2,164,294 in 1956, but the number of eligible youth is expected to reach 29,474,000 by 1960. We must find a way to extend the benefits of 4-H Club membership to a greater proportion of these boys and girls.

The value of 4-H Club experience is evident in the daily lives of thousands of 4-H alumni. In these lives there is an intangible quality of spirit that springs from 4-H training. While increasing the outreach of 4-H, we must at the same time maintain this quality by giving every member an opportunity to know and understand the high ideals of 4-H Club work and how he can enrich his own personality and character by adopting these ideals.

Stabilize Tenure

The rate of dropouts by 4-H Club members as they approach the senior age brackets is a serious problem. We must find ways to move smoothly from those activities which absorb the interest of young 4-H'ers to those which hold the interest of older boys and girls. As they approach maturity, 4-H should help prepare them for establishing worthwhile careers and happy homes.

Increasingly greater numbers of boys and girls are being reared in urban and suburban rather than in rural homes. Extension workers must decide to what extent they are responsible for the development of these young people and how these responsibilities can best be met.

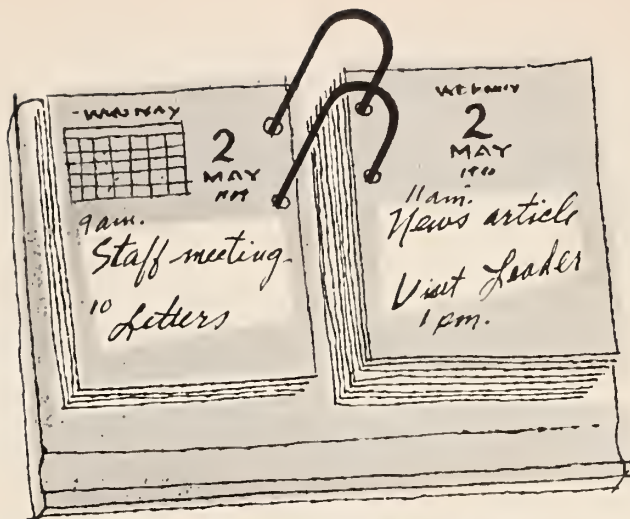
(See Moving Ahead, page 116)

VITAL questions regarding the future role of Extension in American life have come from several sources in recent months. Some of the most searching of these questions have come from extension workers themselves. On the whole, criticism has been constructive. Extension and the people it serves will benefit from such inquiries.

One cannot inquire about the future of extension work without considering its aims for youth development. For the future, as in the past, extension work and youth development are inseparably linked.

The Flying Wedge

Throughout Extension's proud history, training given boys and girls in better farming and homemaking practices through 4-H has been the "flying wedge" to show adults the value of improved practices. Methods for producing greater yields, at first suspected by farmers as so much new-fangled foolishness, were quickly adopted after their value had been demonstrated on small 4-H plots. In like manner, the value of pressure canning was introduced to farm women through canning projects for 4-H girls. The same could be said for many improvements in farming and homemaking.



USING TIME WISELY

by LAUREL K. SABROSKY, *Federal Extension Service*

Do we make best use of our time? This has been a concern of county and State extension workers for a long time. In 1957, State 4-H Club staff members in the North Central Region decided to cooperate on a formal study of their own time-use to answer the above question.

Some analysis of time-use has been made in several States. But this is the first time-use study by State workers from a number of States.

Many of these extension workers are interested in their own use of time. But their main interest is in how State 4-H Club staffs spend their time in carrying out the 4-H Club program. What are they doing that takes too much time? What are they doing that they do not spend enough time on? Where can time be found for newer aspects of the program?

How Plan Works

The 4-H staff members are following a plan used by Connecticut club agents in recording time. The plan provides for each staff member to record use-of-time for a week. He records where he is, what he is doing, the purpose of his activity, which event or meeting, if any, he is working on, and with whom he is working.

During the recording year, February 2, 1958 to January 31, 1959, 100

State 4-H Club workers from 11 States participated in the study. One week of recorded time per person was deemed sufficient for a sample of time-use for the region as a whole. Seven State staffs recorded several weeks of time per person in order to provide an adequate sample for their own analysis of data.

Record Variations

In preparing materials for this study, we found that the State 4-H staff members would possibly find themselves in 7 different places or doing 35 different things, for 80 different purposes, involving a possibility of 43 kinds of meetings or events, and with possibly 32 categories of people. While recording time, the staff members recorded any change of place, activity, purpose, event, or person if the time involved 3 minutes or more. This allowed for recording of telephone calls and other brief interruptions to planned work.

This method varied from the more customary methods of time-use recording in three important ways:

- Recording of purpose of what was being done. An extension worker often finds himself continually doing the same "what," but the purpose of what he is doing may be different every few minutes. To analyze the effective use of time of a person en-

gaged in educational and organizational work, it is essential to know not only what he is doing, but also the purpose of such activities as discussions, talks, visits, and telephone calls.

- The classification of time into five categories (where, what, purpose, event, and whom) rather than into one category. When the one-category system is followed, the category is usually the "what" classification. The differences between jobs are lost, unless we know where the worker was, the purpose of his work, and with whom he was working.

- Recording of time as the work is done, and provision made on the recording form for a change in categories at 5-minute intervals. These eliminate the necessity of estimation of time, which is usually faulty. They provide for fairly accurate recording of all the time spent on any one assignment. Time spent on telephone calls, dictating single letters, and other short-time jobs is often omitted when time is estimated after the work is completed.

Distribution of these time-use data will be studied in relation to the objectives and goals of the total State 4-H job. Even though a person may not know how much time should be spent working toward certain goals, he does know that some time must be spent working toward it and that appropriate methods must be used. Many objectives cannot be reached by devoting 5-minute periods, scattered throughout the year, to them.

Some Findings

We know that if we want to involve people in planning, we need to work with them. Lack of working-togetherness shows up in the kind of time-use recording explained above. Lack of time to work alone, in periods of more than 5 or 10 minutes at a time, and unorganized use of time also show up.

It is logical to expect that many county club workers will become interested in similar analyses of their time use. Changes in emphasis the State staff puts on various jobs, together with the pressure of changing times, point directly to the need of job analyses on the part of all extension workers.

Your Voice in 4-H

by W. E. SKELTON, *State 4-H Club Agent, Virginia,*
and *Chairman, Extension Subcommittee on 4-H Club Work*

YOUR Extension Subcommittee on 4-H Club Work is a national committee charged with the responsibility of directing and developing the 4-H Club program. Specifically the committee receives, proposes, and acts upon items on 4-H Club policy, program development, and other matters relating to 4-H Club work which need consideration and action.

The subcommittee was established in 1939 by the Extension Committee on Organization and Policy of the American Association of Land-Grant Colleges and State Universities. So it is part of the official organization of the association and is responsible to ECOP for certain areas in establishment of policy.

Membership Composition

An understanding of the subcommittee's organization is important to understanding how it functions. The subcommittee membership consists of 11 persons appointed by ECOP each year. Six are from State 4-H staffs, two from the 4-H and YMW Division of the Federal Extension Service, two represent ECOP, and one director of extension at large. The director of the National 4-H Club Foundation and the director of the National Committee on Boys and Girls Club Work are invited to attend meetings as consultants.

Four of the six State staff members represent the Extension regions—Northeastern, Southern, North Central, and Western. Two of the four are elected annually for 2-year terms. Then the two retiring as regional representatives are chosen chairman and secretary for 1 year. Regions represented by a man for one term are represented by a woman the following term, and vice versa.

Current membership includes these State 4-H staff members: Tiny Faye Jones, associate State leader, New Mexico; Mary Sue Moser, assistant State leader, North Carolina; C. P.

Dorsey, State leader, West Virginia; L. L. Harkness, State leader, Minnesota; Mrs. Ruth S. Bruegger, associate State leader, North Dakota, secretary; and Dr. W. E. Skelton, State agent, Virginia, chairman. Representing the Federal Extension Service are Dr. E. W. Aiton, director, and Mylo S. Downey, associate leader, 4-H Club and YMW Programs. The three members designated by ECOP are Lydia Tarrant, State home economics leader, Pennsylvania; W. B. Wood, director of extension, Ohio; and Henry N. Hansen, associate director of extension, Connecticut. The two consultants invited to meetings are Grant A. Shrum, executive director, National 4-H Club Foundation, and Norman C. Mindrum, director, National Committee on Boys and Girls Club Work.

Subcommittee's Jobs

Direction of the work of the National 4-H Development Committees is an important function of the subcommittee. The subcommittee establishes development committees to plan and further develop specific areas of the 4-H program. All com-

mittee members are extension workers. Donors and others having a special interest in a particular committee may be appointed as consultants.

Today there are 21 development committees working on 4-H program areas such as: tractor, electric, clothing, foods, and livestock. These committees are vital to the strength and success of the 4-H Club program.

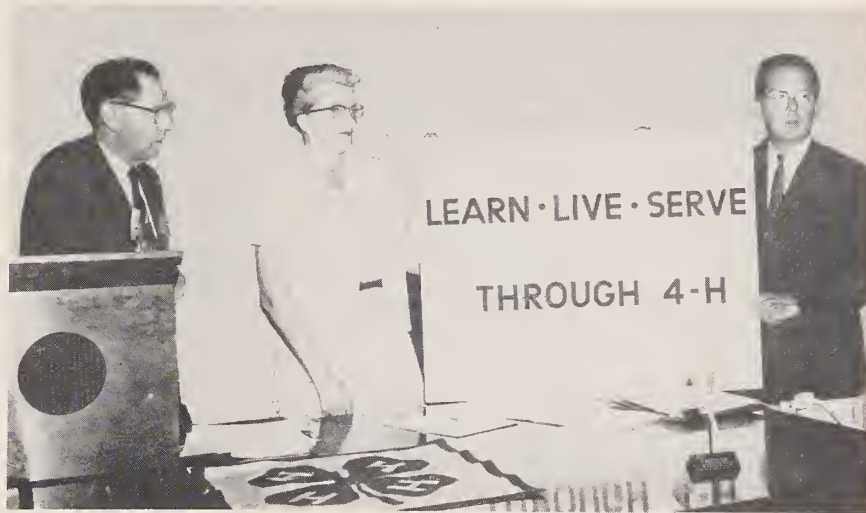
The development committees report semi-annually to the subcommittee. Based upon these reports, the subcommittee takes action on items dealing with policy and program areas. Each State 4-H office receives copies of development committee and subcommittee reports which are useful to their program.

In fulfilling its obligations to Extension, the subcommittee considers the needs of the 4-H program today and for the future. The Youth Development Report in Scope gives the direction along with the challenges and opportunities for continued growth of 4-H Club work.

Meeting Scope's Challenge

To put these challenges into action, your subcommittee is giving immediate attention to areas of importance for the present and the future. Some areas being developed are science and the 4-H Club program; 4-H foundations and their relation at National, State and county levels; 4-H adult volunteer leadership; and de-

(See *Voice in 4-H*, page 107)



4-H theme for 1960 is discussed by Dan Warren, Idaho, 1958 subcommittee chairman; Martha Leighton, New York, 1958 secretary; and W. E. Skelton, Virginia, present chairman.

Member of the 4-H Family

by NORMAN C. MINDRUM, Director, National Committee on Boys and Girls Club Work

At a donors' conference last fall a prominent industrialist used an apt phrase to describe the support of 4-H by business organizations. He called it "unlocking the corporate conscience." "The 4-H program," he added, "is one of the best means by which an industry can meet part of its obligation to the nation's young people."

In a sense, then, the National Committee on Boys and Girls Club Work might be described as a "voice of the corporate conscience." For our organization, in the 37 years since its founding, has served as the spokesman for many public-spirited citizens, companies, and foundations which assist the 4-H program.

Variety of Service

As a volunteer, nonprofit corporation organized to provide financial support and other assistance for 4-H, the National Committee is unique. It serves as a liaison agency on national and regional levels between the Cooperative Extension Service and the many friends of 4-H who wish to provide funds and other support for

stimulating youth accomplishments.

The National Committee has been compared to a carburetor, bringing together fuel and oxygen. In the process of combining them in suitable proportions, a spark is added and new power is generated. It is then the job of the National Committee, as a liaison, to see that the power is put to effective use within its area of responsibility. To this end the staff of the Committee works cooperatively with Extension, donors, and others.

The principal area of service by the Committee is that of 4-H awards and related support. More than 50 companies, foundations, and individuals offer awards as incentives and recognition to 4-H members for unusual proficiency.

During 1958, the total funds provided by interested donors reached an all-time high of \$946,000. This figure includes the cost of more than 167,000 4-H medals, U. S. savings bonds, watches, and other awards; 1,120 trips to the National 4-H Club Congress; 219 scholarships and fellowships; and \$162,000 for training nearly 13,000 volunteer leaders.

Through the various donor organ-

izations, millions of copies of educational literature are made available to 4-H members and leaders.

But awards, educational aids, and leader training are only a segment of the National Committee's many services. Another important department is the 4-H Supply Service—a mail order source of more than 800 items bearing the 4-H emblem.

The Committee publishes NATIONAL 4-H NEWS, a monthly magazine designed primarily for volunteer leaders but of interest and benefit to 4-H members and extension personnel as well.

Value of Congress

As a means of gaining prestige for 4-H, the Committee helps to publicize the value of Club work through a year-round information program. But the best opportunity for telling the nation about 4-H is the National Congress, which originated through the interest of businessmen in bringing rural youth to Chicago for the International Livestock Exposition.

This event, now broadened in scope, is jointly sponsored by the Committee and the Extension Service. The Congress rates excellent coverage by the press, radio, and television. And in an era when headlines often carry sensational reports about the shortcomings of youth, it is refreshing and encouraging for the public to read about the practical and worthwhile endeavors of 4-H members.

The Congress is an exciting event for adults as well as young people. Last fall about 75 corporation presidents, vice presidents, and board chairmen attended. What prompts this interest? The "corporate conscience" of American business.

After Congress, one 4-H member put it this way: "It was only in Chicago that I realized how important the generosity of businessmen is to the 4-H program. Surely they must have a faith in the youth today that surpasses the meaning of the cliché of the 'beat generation.' Surely their support of our program is an expansion of this faith and of their trust in the future as it will rest in our hands. It is my prayer that we, the rural youth, can fulfill that faith and trust."

(See 4-H Family, page 104)



Three members of the 4-H family are represented by Norman C. Mindrum, Director, National Committee on Boys and Girls Club Work; E. W. Aitan, Director, 4-H and YMW Division, Federal Extension Service; and Grant Shrum, Executive Director, National 4-H Club Foundation.

Upholds the Family Heritage

by GRANT A. SHRUM, Executive Director, National 4-H Club Foundation

A LITTLE more than 10 years ago, a new member was brought into the Extension family. This youngster is the National 4-H Club Foundation, created in 1948 as an educational, nonprofit organization to assist the Extension youth program.

While officially "born" in Delaware, this youngster is a part of Extension work in each of the 50 States and Puerto Rico.

The men and women of Extension who brought it to life assigned the Foundation two broad objectives. Fundamentally, the Foundation is charged with the responsibility of developing and using private support for educational programs that will best meet the needs and advance the interests of extension work with young people. In addition, the Foundation assists Extension with various service activities that can best be implemented through a private organization.

Policies and programs of the Foundation are determined by the 11-member Board of Trustees, within a broad framework established by the Foundation's National Policy Board, consisting of all State Extension Directors.

Members of the board are appointed from within the extension family. Four are named by the Extension Committee on Organization and Policy (ECOP); four are selected by the ECOP Subcommittee on 4-H Club Work; two are appointed from the Federal Extension Service; and one is named by the Executive Committee of the Association of Land-Grant Colleges and Universities.

For a 10-year old, the Foundation has quite an impressive record. It has explored and pioneered new areas of service to Extension's youth program through:

- Establishment of the National 4-H Club Center.
- Conducting an Experimental Discussion Project.
- Assistance with the establish-

ment of a broad program in Human Development-Human Relations Training for Extension workers and volunteer leaders.

- A 3-year Citizenship Improvement Study conducted to define ways for improving citizenship training for young people.

- International Farm Youth Exchange (IFYE) which has provided a dynamic live demonstration and experience in cross-cultural understanding.

Volunteer Support

Nearly \$5 million have been contributed to the support of the Foundation by 4-H Club members and leaders, 3,000 business and industrial firms, foundations, and private citizens. The leadership for financing the Foundation program has come from the National 4-H Builders' Council, a group of business and agricultural leaders working in cooperation with the Board of Trustees.

During the National 4-H Club Conference next month, the National 4-H Club Center will be officially opened. The 1959 delegates will be the first Conference participants to be housed in 4-H's own national building.

The buildings and ground for the Center were purchased in 1951. For more than 6 years these facilities were leased to the Department of Defense. During this period thousands of club members, volunteer leaders, extension workers, and other friends of 4-H paid off the mortgage and established a building fund.

Substantial grants to the Center's \$836,000 modernization program were also made by the Ford Foundation and the Danforth Foundation, as well as by more than 20 States which have established memorial gifts honoring outstanding leaders in 4-H Club work. Construction workers began work on the modernization program soon after the military moved out in January 1958.

Establishment of the Center is the fulfillment of a longtime goal of the Extension family. Located at the Nation's Capital, it offers special educational opportunities to 4-H and Young Men and Women (YMW) Clubs, volunteer leaders, extension workers, and other groups on a county, State, national, and international basis.

The three Center buildings will provide ample air-conditioned facilities for workshops, conferences and other educational meetings. The offices of the National 4-H Club Foundation are also maintained at the Center.

The International Farm Youth Exchange had its beginning in the expressed desires of 4-H Club members to have the opportunity to exchange living experiences with the people of other lands. During its 12 years of

(See *Family Heritage*, page 119)



Smith Hall, main building of National 4-H Club Center, will provide dormitory accommodations for 275 persons, recreation, meeting and conference rooms, as well as Foundation offices.

Objective 1—

Acquire knowledge, skills, and attitudes for a satisfying home and family life.

LEARNING to UNDERSTAND Boys and Girls

by EUGENE PEISNER, 4-H Specialist
in Child Development and Family
Relationships, New York.

How can we help young people acquire knowledge, skills, and attitudes for a satisfying home and family life? In New York, we've found that our annual Leadership Training Conference contributes significantly to achievement of this objective.

The contribution is indirect, of course, because the conference is for leaders and agents. But we have noticed a decided shift in the kind of help requested for leader training meetings.

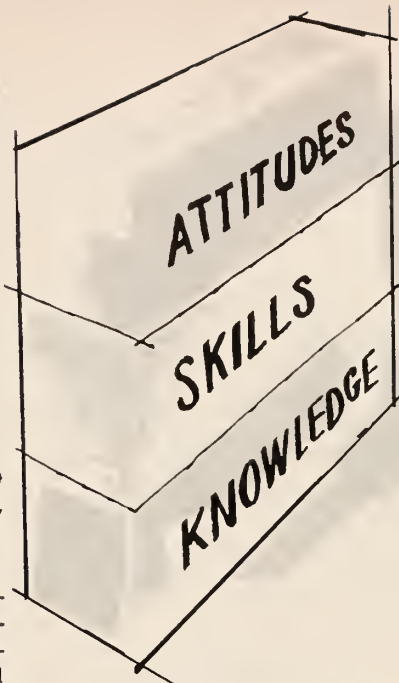
For example, county workers now ask specifically for help in training leaders to better understand boys and girls, their characteristics, needs, and interests. And they particularly want to relate this information to the role of the leader.

Human Relations

Agents, too, are asking for more specialist help in child development and family relationships subject matter. There has been a marked increase in the number of new leader training programs which include human development and human relations.

Built around a yearly theme, the conferences consist of talks and work groups covering almost the complete family cycle — pre-schoolers, school-age children, adolescents, young adults, husband-wife relationships, middle years, and later years. This year's theme was, *The Family Today: Recognizing its Joys and Strengths*.

We've tried several methods to stimulate learning and discussion—panels of leaders, agents, State lead-



ers, or club members; buzz groups; taped interviews of parents; lectures and discussions; and flannelboard presentations. At "swap experience" sessions, leaders and agents exchange ideas on programs, materials, and methods.

Primary objectives of the conference are to help agents and leaders:

1. Better understand boys and girls of 4-H Club age.

2. Become more aware of how best to work and live with club members at the different ages and stages of growth and development.

3. See more clearly the relations between characteristics, needs, and interests of young people and 4-H projects, activities, and events.

Programs are planned by an advisory committee of agents, a State leader, and the 4-H specialist in child development and family relationships. County leaders and agents are consulted through questionnaires, evaluation, and personal contact.

Topics are tied in closely with questions and problems of agents and leaders. In recent years, they have covered such things as: What do club leaders expect of young people? What do young people want from leaders? What are the human and material resources in the community?

What do parents expect of club leaders? How do leaders gain parent cooperation? How can leaders get and keep the interest of older 4-H

Club members? What makes club members tick?

Special interest sessions with particular appeal for agents and leaders have included: helping young people in career choices, working and living with the teenager, interpreting children's behavior, discussion leading, use of films, play reading, use of skits, use of role-taking, enjoying music in the family, recreation for family members, and books and creative art materials for children.

Take-home Ideas

Teaching and research staff members of the Department of Child Development and Family Relationships present material on specific topics and later assist in the conference summary. Staff people from Cornell, Extension, and other organizations combine to give agents and leaders some "take-home" ideas.

As one county leader said, "I found that the conference helped me as a 4-H leader, as a parent, and as a homemaker."

And another wrote, "What a lift it gives you to hear objective discussion of problems that you thought singularly yours. The conference gives you new insights in dealing with touchy situations within your club and even your family. It's really the big payoff for your years as a 4-H leader."

4-H FAMILY

(Continued from page 102)

This expression of appreciation is indicative of the sincerity of 4-H members in acknowledging the value of encouragement and assistance provided to them.

For the past 2 years, the National Committee has watched with interest and admiration the efforts of Extension in developing the Scope Report. We have had an opportunity to share in discussions of the Youth Development phase of the report, and feel that this effort will prove fruitful in maintaining and strengthening 4-H in the years ahead.

It is the Committee's desire to continue serving 4-H and to work with Extension and donor organizations to insure a vital 4-H program during future years.

Expanding Interest in Plant Science

by HARRY L. MILLER
4-H Club Specialist, California

Two California 4-H Club members are showing the way for increased emphasis on 4-H commercial crop, vegetable, and fruit projects.

These two and others are encouraging expansion of interest by 4-H Club members in the commercial plant science fields.

One has carried on successful projects in barley, tomatoes, and seed beans. Now he's an important sugar beet grower. The other has produced vine crops for canning and seed production. He will add to his projects a substantial acreage of carrots under contract for processing.

Despite the challenges in this field offered by California's enormous production of crops, vegetables, and fruits, interest in such 4-H projects has lagged. This has been partly due to preference for livestock projects, even though the majority of commercial farms in the highly specialized areas of the State have no livestock enterprises.

Another block has been family reluctance to set aside a portion of an orchard or field for the club member.

Many cultural operations require large mechanical equipment and do not lend themselves to care by club members in the 10 to 15-year-old bracket. Marketing of a limited acreage also is a problem.

But, many growers, processors, and extension staff members have realized the need for expanded 4-H Club work in this field. They believe club work can help in developing leaders for highly specialized crop, vegetable, and fruit production. Experiences of the two boys mentioned show the value of such projects.

Jack Plotz of San Joaquin County joined a 4-H Club 8 years ago. His beginning projects were rabbits and poultry, then swine. Helping his father, Jack developed interest in the primary enterprises on the home

Objective 2—

Enjoy a useful work experience, together with the responsibility and satisfaction of personal accomplishment.

farm—canning tomatoes, sugar beets, and red kidney seed beans.

Jack's interest and initiative led to a business agreement with his father to lease land for commercial crop projects. First he tried growing 20 acres of barley, then 20 acres of tomatoes, and 5 acres of seed beans.

When his father expanded his acreage of sugar beets Jack had an opportunity to begin a sugar beet project. His application for an acreage allotment was approved by the local Agricultural Stabilization and Conservation Committee. So Jack negotiated a grower contract to market his crop with a sugar beet company.

Business Experience

This put Jack in business with the challenge to plan and carry out the cultural operations needed for a successful crop. His previous experience with crops proved to be a useful background in making his decisions.

Guidance of the 4-H leader, the sugar company field man, and the farm advisor proved important. His careful care of the project resulted in an "honor roll" above average yield recognition from the processor.

Now 10 other members in San Joaquin County are acquiring similar experience through commercial sugar beet projects. An additional 20 members are conducting sugar beet test plot projects.

Stanislaus County Farm Advisor Roswell Roberts has demonstrated the success of 1-acre commercial pumpkin projects. The program started when one member, Harold Hackett, signed a trial contract and membership in a cooperative cannery. Profit from his first project stimulated interest as his returns exceeded that from his livestock projects.

The packing company was sold on the results and the success story was told at a county-wide 4-H field day. Other members wished to carry the project. However, small acreages pre-



Colorado 4-H Club members learn the value of certified seed in crops project work.

sented business problems in handling grower contracts to the processor. Interested 4-H members decided to organize as the Stanislaus County 4-H Cooperative Association with one voting membership in the parent organization. Harold became president of the 4-H Club group.

The packing firm pays each club member individually for his crop. Revolving fund certificates are sold and the proceeds returned to club members according to their share of the crop produced.

The success of this venture has opened the door to other opportunities for 4-H Club members in the association. They now are successfully producing vine seed crops on small acreages. This is a valuable service to a local seed company as it provides an avenue to increase selected and hybrid seed lots in small quantities.

Harold's interest has spread from the 1-acre pumpkin crop to 14 acres of banana squash under contract for baby food. This year he will add a carrot crop for processing. His expanded operation has necessitated securing short-time credit to finance his projects. This is another valuable business experience.

The experiences of Harold and Jack are typical of members engaged in the specialized project field. Opportunities exist for many other California 4-H members.

This type of project helps 4-H members to enjoy a useful work experience, together with the responsibility and satisfaction of personal accomplishment.

Objective 3—

Develop leadership talents and abilities to reach optimum citizenship potentials.

NEW DIMENSIONS IN JUNIOR LEADERSHIP

by **B. L. COFFINDAFFER**,
Assistant State 4-H Leader,
West Virginia

MUCH attention is given to the term leadership development. An unanswered question in this field is, "When does leadership development start?"

Development of the individual's leader potential has given new meaning to the term, junior leader, in the West Virginia 4-H program. Since the inception of 4-H Club work, it has been recognized that older members can be of invaluable assistance to the adult leader. Local 4-H Club leaders in West Virginia over the past years have aided the development of countless boys and girls by giving them added responsibilities as they matured.

The philosophy behind our junior leadership project is that it is considered essential as an activity. This connotation was given to the use of older club members by early workers in the West Virginia program and enabled this activity to grow to its present status.

Throughout the junior leadership program, development of the individual is the primary objective. Acceptance and fulfillment of responsibility to the capacity of the individual is the one measurement of success of such a training program. This embodies the basic objective of 4-H—helping boys and girls to become competent, happy, well-adjusted citizens.

In addition to individual development, here are the things we tell boys and girls when they ask why they should be junior leaders. This leadership will be valuable in choosing vocations and managing their own homes. It will enable them to serve other members and help to develop a more practical 4-H program.

Through the efforts of junior leaders, more young people will have a



chance to be 4-H members. Those already in 4-H will have a chance to participate in more club activities and do better project work.

Junior leaders assist adult leaders and club members in conducting the 4-H Club program. They select various activities where their talents can best be utilized and their interests met. They can choose from 25 suggested activities ranging from project help for younger members to participating in radio or television.

Junior leaders cooperate with the adult leaders, advisers, parents, and county extension agents to strengthen 4-H Club work in their community. They are directly responsible to the adult leader regardless of their function in the club. So a member who wishes to serve as a junior leader must volunteer and be approved by the 4-H Club and the local leader.

Junior leaders counsel with adult leaders on their plans and decisions. They listen to and plan with club members so that the most desirable programs and activities are worked out for the club.

Junior leaders are instilled with the philosophy that any successful leader is a cooperator and has cooperation, that a real leader will cause the members to feel that it is their program

(See New Dimensions, page 116)

SEEING GOVERNMENT IN ACTION

by **BURTON S. HUTTON**,
State 4-H Club Leader, Oregon

GOVERNOR, I don't understand what I read about your budget. What is your opinion on capital punishment? Would you mind explaining your tax program?

The scene was the annual banquet of the Oregon 4-H Club Conference in the State capital. Questioners were the delegates—4-H Club members, 16 or older, representing all but two of Oregon's 36 counties. Answers were supplied by the Hon. Mark O. Hatfield, governor of Oregon.

This was the midway point in the annual Oregon 4-H Conference designed to help older 4-H members study State government, become acquainted with State officials, and realize responsibilities of all concerned.

The Oregon legislature was in session. The capitol was teeming with activity characteristic of legislative sessions. Schedules were full and under pressure. But officials found time to meet and talk with the 4-H delegates and to answer their questions.

Governor Hatfield, following a few minutes of introductory remarks about the executive branch of government, opened the meeting for questions. For an hour he provided answers to the 4-H members, who were eager to learn and grateful for such an opportunity. The governor's interest characterized the full scale opportunity for these teenage 4-H members to learn first hand about governmental processes from men and women busily engaged in those responsibilities.

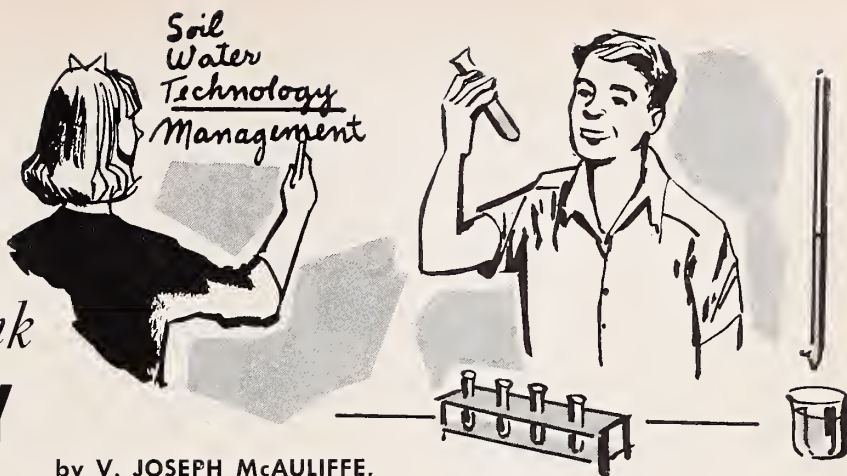
At the opening session of the 3-day conference, the 4-H'ers heard about legislative procedures from the chief clerk of the house, the chief deputy legislative counsel, and the advisor to the senate tax committee. Next the delegates sat in on a meeting of the joint ways and means committee, observing them at work on appropriation bills.

They attended sessions of the Senate and House and later the presiding
(See Seeing Government, page 118)

Objective 4—

Appreciate the values of research and learn scientific methods of making decisions and solving problems.

Learning to Think **SCIENTIFICALLY** *for Themselves*



by V. JOSEPH McAULIFFE,
Federal Extension Service

WE are all familiar with the advertisement that asks if everyone should use the product and the answer comes back, "Everyone should think for himself." This seems to have a great deal of appeal. We like to believe we can make up our own minds and we admire those who have developed the art of orderly thinking.

4-H Club work has made a real contribution to many boys and girls and their leaders—helping them to appreciate the value of research and providing opportunities for decision making and problem solving. Look at all the situations calling for a decision by a boy or girl joining a 4-H Club.

The first decision, of course, is if time should be spent in the 4-H program, with some other group, or just on his own. Once the decision to join 4-H is made, the member is faced with many other choices. What project? More than one project? Club officers? Club name? Meetings?

Practice Decision Making

In 4-H we have built-in opportunities for making decisions. But we have not always taught scientific methods of making them. And sometimes we have made the problems too difficult and too numerous for beginning members and not complex enough for more advanced club members.

Many extension people have been working on this and have come up with some new approaches. For example, in the South Dakota home life project, club members learn the factors and practice decision making in

"consumer buying vs. making" of household linens and personal clothing. The Southern Region Farm Management Committee is developing material for 4-H Club activities and projects directed toward teaching decision-making in economics, production, and career exploration.

Currently, a demonstration project is being undertaken in Pennsylvania on 4-H marketing. This differs from other marketing projects in that it is entirely firm-oriented. The club member learns about the operation and management of firms, how firms make decisions, and how farm products move in marketing channels, as well as obtains some job experience. Madison County, Ohio has developed a 4-H marketing livestock program that emphasizes livestock market classes. Club members are taught the value of knowing feeder calf grades, fat animal grades, efficiency in production, and accuracy in record keeping. With this information they can make more realistic decisions concerning their livestock projects.

Many States have materials to help in decision making in foods and nutrition projects—mixes vs. making your own, meal planning, good buys, etc. Several States, including Virginia, North Dakota, California, and New York, have developed career exploration material to assist young people in this important area of decision making.

The trip to Beltsville Research Center during National 4-H Conference, State Club Weeks, and tours to research farms and industry research centers also give 4-H'ers an apprecia-

tion of the science in agriculture and home economics and methods of solving problems.

Much has been done, much is being done, and a great deal more needs to be done to help young people recognize their problems, get accurate and pertinent information concerning these problems, look at possible alternatives in solving them, and make and carry out their decisions.

VOICE IN 4-H

(Continued from page 101)

fining areas in 4-H program development needing assistance from the National Committee and the National Foundation.

Another important function of the subcommittee is the National 4-H Club Congress. The subcommittee appoints the chairman of the headquarters committee, usually a former subcommittee chairman. The latter works with the National Committee to set up the numerous committees of State 4-H leaders and 4-H members needed to carry out the many Congress functions. The leaders program and delegates program are planned and directed by the subcommittee.

For the National 4-H Conference, members of the subcommittee advise with the Federal Extension Service in planning the program for delegates and leaders. During the conference, subcommittee members have key responsibilities.

The Extension Subcommittee on 4-H Club Work is your representative. Learn to know better its functions and its membership.

The primary aim of 4-H and other Extension work with youth is to provide opportunities for the mental, physical, social, and spiritual growth of young people. Informal education offered by the Cooperative Extension Service uniquely supplements the training received in the home, church, school, and other youth-serving agencies.

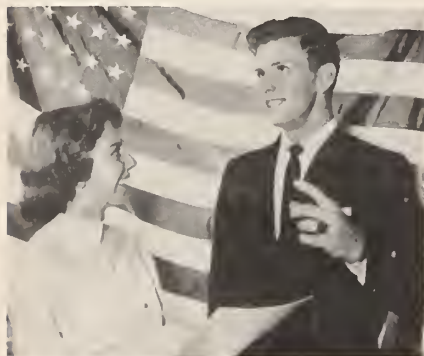
Specifically, the Extension youth program has the objectives of helping young people to:



1. Acquire knowledge, skills, and attitudes for a satisfying home and family life.



2. Enjoy a useful work experience, together with the responsibility and satisfaction of personal accomplishment.



3. Develop leadership talents and abilities to reach optimum citizenship potentials.



ten new all green

by E. W. AITON, Federal Extension Service

WHENEVER a pilot takes off into the wide blue yonder, he files a flight plan. It shows where he intends to go and the route he will follow. A ship's captain does about the same thing. Even the best cooks follow recipes. Everybody needs a series of landmarks, beacons, signals, or measurements to guide the way.

These landmarks serve as specific guideposts or objectives to the correct destination. Select a different target and you'll need different objectives to light your way. Or when the weather, tides, or cargo shift, you may follow a different course or set of rules to the same target.

Guides for Extension

Educators, like we of the Extension Service, must follow some beacons or specific objectives, too. If we didn't we'd soon get lost. Usually we carry these objectives around in the hind-quarter of our consciousness. And that's all right. We do not use them exactly like recipes or maps to prop up in full view as we work.

In recent years most of us have

been challenged to keep our educational craft on an even keel at a good speed. But some of the familiar landmarks of yesteryear are gone. Others have moved. Some new features have come to light.

Yes, times have changed. We know that a family must think and act beyond the farm fences of yesterday. Youth see and feel these new influences like agribusiness, suburbia, greater mobility, fewer and larger farms and higher education requirements. These things are normal for them in their time. It is we who must change to meet them. And Extension is doing just that. We are changing our beacons and our objectives.

For Youth Development, Extension has 10 shiny new objectives. Perhaps you wonder why. What difference will they make? Perhaps you liked the old ones. So did I. They were well phrased and served effectively in their day. But that day is past. You and I have been doing a lot of things in 4-H lately that are completely overlooked in the eight standard 4-H objectives contained in Agricultural



4. Appreciate the values of research and learn scientific methods of making decisions and solving problems.



5. Recognize the importance of scientific agriculture and home economics and their relationships to our total economy.

Beacons

Handbook 33, Organization of 4-H Club Work.

All eight of our old objectives limit our clientele to farm or rural boys and girls. But actually 36 percent of 4-H members do not live on farms today. The new Scope Report and the 10 new youth objectives welcome all youth to enjoy Extension's help.

Geared to Age Levels

Second, the new objectives recognize that Extension has a modern program for all ages. Within the youth development period we now recommend one coordinated program. But it has four phases, based on the developmental ages or stages of youth.

These four phases include the periods of late childhood, adolescence, young adults, and young married couples. Of course, 4-H Club work is a vital and major part of this more
(See *New Beacons*, page 118)



6. Explore careers related to agriculture and home economics and recognize the need for a continuing education.



7. Appreciate nature, understand conservation and make wise use of natural resources.



8. Cultivate traits of healthful living, purposeful recreation, and intelligent use of leisure time.



9. Strengthen personal standards and philosophy of life based on lasting and satisfying values.



10. Gain attitudes, abilities, and understanding for working cooperatively with others.

Objective 5—

Recognize the importance of scientific agriculture and home economics and their relationships to our total economy.

Meeting the demands of change

Agriculture and
Home Economics



by L. R. HARRILL, *State 4-H Club Leader, North Carolina*

IN the days ahead, Extension will be confronted with bigger problems—big-time farming, mechanization, part-time farming, larger farms and fewer farm families. This situation will broaden the opportunity and make more acute our responsibility of providing educational leadership and guidance for this transition in agriculture.

Problems are often opportunities in disguise. And the above problems may well prove to be our biggest opportunities in 4-H Club work.

4-H has made rapid progress through the years because it has filled a need that no other program supplies for young people. Conceived and developed around the idea of increased production, 4-H provides for the four-fold development of an individual—economic, physical, social, and spiritual. It provides situations and experiences through which young people grow and develop into better individuals and better citizens.

Program Foundations

For concrete evidence of the fact that 4-H helps young people recognize the importance of scientific agriculture and home economics and their relationship to our total economy, we need only examine the things taught in the modern 4-H program that contribute to the development of this objective.

Project activity is the foundation of the total 4-H structure. Through project activities, 4-H teaches economical production. It teaches the scientific and the economical ap-

proach and gears this activity to the total need of the individual, the farm, the community, and the total Extension program.

Economic security is the foundation for good citizenship and for national security. In its further development, 4-H should constantly keep before young people the challenge that our opportunities are as great as our imagination and our willingness to work. And the attainment of economic security requires imagination, inspiration, information, and perspiration, or the willingness to work to make realities of our dreams.

The secret of its success is that 4-H seeks to train and develop the boys and girls as they make practical application of the results of research and experimentation to their various project activities.

Club Graduates

In North Carolina, I have followed with keen interest the success of many 4-H Club members as they passed through various stages of the 4-H program and into all walks of life.

There was Jimmie—now Dr. J. H. Hilton, President of Iowa State College—who was a pig club member in Catawaba County. In more recent years, Oland Peele from Wayne County has become an outstanding farmer, county leader, and nationally recognized Berkshire breeder.

The director of the experiment sta-
(See *Demands of Change*, page 117)

Keeping pace with interests

by FLORENCE KIMMELSHUE and
MRS. JO ANN SIEVERS, 4-H
Specialists, Illinois

TWENTY-FIVE thousand girls enrolled in Illinois 4-H clothing projects are getting new information to help them make wiser wardrobe choices.

Research about growth and development of youth is drawn upon in planning the program. Each girl's needs and interests are of primary importance rather than her chronological age or her number of years in club work.

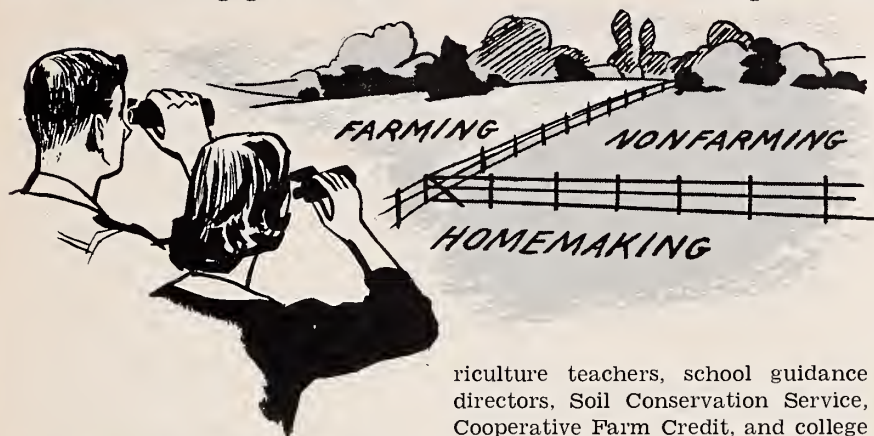
Requirements for the beginner, usually 10 to 12 years old, are simple. At this stage of development she has no great concern about her personal appearance in relation to clothing, but she takes pride in accomplishment.

The beginner's handbook, *You Learn to Sew*, has step-by-step illustrations with brief, clear instructions. Best results are usually obtained when the steps and the instructions are talked over and demonstrated before the actual work is started.

The girl makes a scarf and a skirt of cotton material. She learns to sew by machine rather than by hand due to her lack of muscular coordination at this stage.

(See *Keeping Pace*, page 116)

A New Approach to Career Exploration



by **LAURENCE DEDRICK**, *Allegany County 4-H Club Agent, New York*

WHAT are the opportunities for careers in agriculture and related businesses in Allegany County? That was a question our 4-H Executive Committee faced when considering addition of some work in farm management and career exploration on a trial basis.

In Allegany, as in many counties, the number of commercial farms is declining and the majority of young men completing high school are not entering farming. Over half of the land in the county is unsuited to farming, even by standards of 25 years ago.

4-H has a large potential membership in the older age group but there has been a rapid "drop out" rate among older members.

It was obvious that some changes in the 4-H program had to be made to meet the changing situation and needs. So the executive committee proposed a program for consideration by the State office. With their approval, an extra part-time agent was employed and the work started.

A background survey was taken on a sample of 40 young men between the ages of 15 and 21 to determine their major needs. These were grouped as basic farm management training, for those who may want to engage in farming, and career exploration for those who may be interested in some phase of agriculture or related occupations.

Cooperation was enlisted from ag-

riculture teachers, school guidance directors, Soil Conservation Service, Cooperative Farm Credit, and college personnel. They assisted in contacting the initial group, studying their farm and home situations, and developing a program aimed at fulfillment of their most obvious needs. After the program got underway, they helped present information on farming and other career opportunities.

Farm Management Program

To help prospective farmers develop ability to make vital decisions facing them today, the following broad program in farm management was offered:

- A series of three meetings on *What Makes a Farm Business Pay*.

- A tour on *Getting Started in Farming*. Five farms were visited where operators used different financing arrangements to become established.

- Discussion of *Land Resources in Allegany County and Their Best Use*—Christmas tree farming, good land, borderline land, costs of improvement, capital requirements, and partnership agreements.

- Meeting and on-the-farm counseling on *Developing Farm Partnership Agreements*—involving all family members.

- Series of meetings on *Credit and Insurance for Young People*.

- Discussion on *Careers in Agriculture Which Do Not Require College Training*—nature of the work, training required, advantages, and disadvantages. Panel included a DHIA tester, artificial breeding technician, farm store manager, full

Objective 6—

Explore careers related to agriculture and home economics and recognize need for continuing education.

and part-time farmers, and Soil Conservation Service representative.

To supplement the work of the schools and to provide a better understanding of the opportunities offered in the broad field of agriculture, a new approach in Career Exploration was offered:

- A panel on *Careers in Agriculture Requiring College Training* included a veterinarian, cooperative personnel supervisor, extension agent, agricultural teacher, Cooperative Farm Credit secretary, and the College of Agriculture guidance officer.

- Steps were taken to offer increased cooperation to high school guidance counselors. The college guidance officer met with high school guidance directors to familiarize them with the opportunities in the field of agriculture.

- A program to explain the various ways young men can meet their military obligations.

- A visit to the U. S. Forest Service and a National Forest in Pennsylvania to study the opportunities in forestry and conservation, as well as the source of training. The group also visited a lumber mill and a top quality Christmas tree grower in Pennsylvania.

- A trip through a lumber company and a home supplies store gave an opportunity to study another related business.

Since the program started about 2 years ago, 167 boys have participated. Their frequency of participation is currently being tabulated. For those who continue to be interested in farming, individual followup and on-the-farm counseling will be given.

(See Career Exploration, page 119)

Objective 7—

Appreciate nature, understand conservation and make wise use of natural resources.

Youth and Natural Resources

by W. R. TASCHER, *Federal Extension Service*

By 1975 there will be about 200 million people in the United States to feed, clothe, and shelter. And there will be about 300 million in 2000, a time that is not far away. Many young people of today will be living then.

This explosion in population will increase the pressures on our natural resources. Throughout the world we can see many examples of countries where similar population pressures have depleted resources and the land ruined for agricultural purposes.

When we look at our own wonderful United States, we wonder just how far along we are in what seems to be an inescapable cycle of resource destruction. And viewing the natural resource remnants of other countries, we see more clearly the challenge of our educational work in this area.

Problems of natural resource conservation are being attacked on a wide front in Extension. During the past 20 years especially, the physical needs for conservation have been quite accurately determined. Perhaps emphasis in a similar way on educational needs of young people in conservation can be developed.

Outstanding extension accomplishments in conservation of natural resources have been in land, range, pasture, forest and wildlife appreciation and judging with young people. It is estimated that in 1958 about 250,000 people participated, of which about three-fourths were young people.

Such educational activities show the importance of knowing the capabilities of land and its treatment for various uses. Wisconsin is an example of a State which emphasizes this multiple-use concept. Understanding and appreciation, of course, precede the use of technology on the land and the wise use of information in public policy determination.

Unity of Resources

The National 4-H Development Committee on Natural Resources recognized the unity of natural resources conservation when they recommended recently that extension activities in this area be consolidated. This implies that the viewpoints and philosophies underlying conservation are much the same whether soil or forests are involved. Once this philoso-

phy is understood, needed technology will become evident.

The statement on conservation of natural resources in the Scope Report makes the same point. Such a consolidation of extension conservation activity would contribute not only to efficiency of methods but also to optimum use of staff members.

Conservation camping has a widespread appeal with outstanding camps being held in States and counties. Camping is a natural situation to show relationships between resources.

For several years a wildlife conservation camp has been held in Louisiana. Club members have an opportunity to study soils, forests, birds, fish, rodent control, and insects.

Indiana has done an outstanding job of tying together the interests of several young peoples' organizations and has a well-organized leaders' training program supported by farm organizations and others. In New York the emphasis is on work with older boys in the 4-H Club Conservation Program.

Montana has developed a successful camping program unique in its emphasis on extending the benefits of camping experience to local people. Texas is doing an outstanding job with groups of young people on range management in special camps.

A regional program of natural resource conservation education is developing in the Tennessee Valley area. 4-H delegates from 7 States (See *Natural Resources*, page 118)



Bamberg County, S. C. 4-H soil judging team was State winner in 1957 soil judging contest. Agent E. D. Dean is at right.



Oklahoma 4-H Club members learn the principles of land judging.

Objective 8—

Cultivate traits of healthful living, purposeful recreation, and intelligent use of leisure time.

Recreation with a Purpose

by ARDEN M. PETERSON, 4-H Recreation Specialist, Michigan

WE could have danced all night! That was the enthusiastic feeling of 200 older youth as Michigan's first Folk Dance Festival came to a close in early March.

It was fun—and much more. This first Statewide Festival stemmed from a growing interest in folk dancing—an interest fostered by dances taught at 4-H junior leadership school, camps, and 4-H Club Week. The IFYE program, as well as ethnic influences in local communities, also encouraged young people to explore dances of other lands.

Joining Forces

The Folk Dance Festival was the combined effort of four organizations: Farm Bureau, Grange, Farmers Union, and 4-H. In the fall of 1958, the State 4-H staff asked representatives of farm organizations to meet and consider a Statewide folk dance activity. Bernie Kosnick, folk dance authority from Chicago, was invited as a consultant.

The groups expressed interest and youth representatives were selected from each organization to form an executive committee, with the 4-H recreation specialist as adult advisor. The executive committee set the following objectives for Michigan folk dancers:

- Fun for older youth.
- Wholesome activity open to all.
- Better understanding of folkways of other nations.
- A unique fellowship among youth.

They decided not to form a new organization, but to work through existing groups in local areas. Four points were listed to guide local people in getting started: anyone of high school age or above could participate, a different kind of leadership could be tapped for this activity, each local group would determine its

own size and program, and training institutes and festivals would be set up by the State executive committee as interest and participation warranted.

Showing Leaders How

County situations and leadership differed. In some counties the lead was taken by 4-H Clubs; in others, by a farm organization. Folk dance interest was stimulated within these individual organizations. In some counties, two or more youth organizations got together to share in the activity.

As a kick-off, a Statewide Institute for Folk Dancing was planned by the executive committee for January 1959. Bernie Kosnick was on hand to teach 8 folk dances to 140 leaders and youth attending.

This was a training session, conducted so that leaders could return to their communities and teach members of their local groups. A syllabus describing the dances and recordings

of music was prepared for leaders to take home. Representatives of the original four organizations, as well as leaders from Campfire Girls, Girl Scouts, church groups, and others attended.

A Folk Dance Festival developed as a follow-up for the training institute. It was held two months later—allowing time for leaders to teach the folk dances to their local members.

In 2 hours the group of 200 learned 6 new dances. The rest of the day and evening was given over to dancing and demonstrations by groups.

Typical of how professional and polished a group can become, the Van Buren Folk Dance Group performed special numbers. Actually, this group had a head start, having been organized in 1954. At that time the club members learned folk dances for the 4-H Share the Fun program. They went on to dance at the State 4-H show, in neighboring counties and States, and on television. The group of 24 soon had a waiting list of young people who wanted to take part.

As the Michigan folk dancing activity grows, the State executive committee expects to see more joint efforts among organizations. Festivals will be planned among counties and eventually within districts of the State.

Michigan Folk Dancers is an example of organizations working cooperatively toward purposeful recreation.



Greek dance, the Miserlou, is demonstrated by Michigan folk dancers.

INSTILLING VALUES TO LIVE BY



Objective 9—

Strengthen personal standards and philosophy of life based on lasting and satisfying values.

by JOHN D. MERCHANT, *State 4-H Club Leader, Vermont*

EXTENSION's role in helping young people to "strengthen personal standards and philosophy of life based on lasting and satisfying spiritual values," involves the personal dedications and standards of professional workers.

The values held by staff members give direction to training programs for volunteer leaders and to activities for 4-H Club members. These values eventually influence the development of many young lives.

Using Our Talents

Education is the principal tool by which man improves himself. A major problem of our age is whether we educate for the purpose of personal, local, and national advantage, or for the attainment of human dignity among all peoples. More than ever before, mature citizenship involves concerns for humanity beyond local and national boundaries.

As with project skills, Extension's opportunity to help young people develop personal standards lies primarily at the community level. It is here that large numbers of boys and girls are involved in cooperative efforts and have contact with adult leaders. The standards held by extension workers and local leaders have a profound influence on boys and girls at an impressionable age.

Extension leaders have an increasing opportunity as club members grow into their teens. These young people are beginning to question standards they have hitherto ac-

cepted, and to develop their personal philosophies of life. The values that adult leaders establish for 4-H Club experiences within and beyond the local club become increasingly important for this age group.

As Extension reviews the scope of its educational responsibilities, certain developments of the past decade merit special note. Establishment of the National 4-H Club Foundation was a major step in initiating programs to help young people develop sound values.

Compilation of research findings in the fields of human development and human relations made available knowledge that is gradually helping adult leaders more effectively develop Extension youth programs based on sound educational principles.

Extension staff members who have participated in the National Workshops in Human Relations and Human Development have deepened their own insights and increased their skills, and are contributing to the understanding of their fellow workers.

Another major contribution of the Foundation was the 3-year 4-H Citizenship Improvement Study. A wealth of material to help professional and volunteer leaders guide 4-H Club members toward mature participation in a democratic society resulted from the study. One of Extension's big opportunities in the decade ahead is to help staff members and local leaders understand and use the findings of the Citizenship Study.

Today the aspirations and problems of those beyond our country's borders are a major concern of all of us. 4-H Club workers are increasingly aware of the need to help young people accept the worth of others, solve problems cooperatively, and be concerned with the welfare of those they may never know personally.

The influence of 4-H Club training has spanned international boundaries in recent years, largely as a result of the International Farm Youth Exchange Program. In addition to implementing the exchange of young people among the nations of the world, IFYE has been a stimulus to interclub, intercounty and interstate exchanges. IFYE has established a basis for extension workers to use in helping young people further develop sound values in relation to world problems.

Growing Conflicts

As human needs and behavior become more generally understood, extension workers may find themselves increasingly involved in conflicts between traditional methods and new understandings.

Early awards programs designed to prove oneself superior to his fellows are giving way to new concepts. The latter recognize achievement of the individual in terms of his own personal development in relation to established standards. In such an award system, each member is primarily concerned in "Making His Best Better" and not just winning over a fellow club member in a contest.

Do we need to look at other areas of the 4-H program?

Can our showmanship programs be based on the total job the member does rather than place value on ability to cover up a defect and thereby create false impressions? To what extent can we involve young people in promotional activities and still be consistent with sound educational objectives?

These and other questions must be faced as Extension redefines its scope and responsibility.

The opportunities of extension youth workers today are as big and basic as the problems that face mankind.

Objective 10—

Gain attitudes, abilities, and understanding for working cooperatively with others.



LEARNING TO WORK TOGETHER

by DELPHIA BIELMAIER, *State 4-H Club Agent, South Dakota*

WHAT makes a 4-H'er tick? The answers and what we do about them make a big difference in the influence of 4-H on a maturing individual.

Local leaders found some of the answers at biennial joint leaders meetings in South Dakota during January. In doing so, they learned some things which will help them help youth to gain attitudes, abilities, and understanding for working cooperatively with others.

"Needs and interests of youth" went to the top of the list as recommended subject matter for the leaders meetings following a survey of county and home agents.

Meeting with local leaders in each county, State 4-H agents discussed needs and interests of youth. Then they involved the leaders in determining how these factors affected and could be incorporated into the 4-H program.

Agents introduced the subject with a brief but eye-opening discussion of our changing social, economic, agricultural, and educational situation. Leaders then were chal-

lenged to evaluate their own programs to determine if they were up-to-date.

Drives and Needs

Leader attention was directed to this challenge by a discussion of human drives and needs of individuals. Arranging these into four categories—security, egoism or individualism, approval or recognition, fellowship or companionship—the State 4-H agents presented materials and information pertinent to each of the four areas. These points were backed up by sociological studies and many actual examples of experiences from local counties.

Having discussed drives and needs as constant forces in the lives of all individuals, the groups considered the problem of providing opportunities for acceptable means of satisfying these drives and needs through 4-H programming. The problem of 4-H program planning is further complicated for the leader by the fact that, along with the constant factors, interests of young people

must also be considered.

These interests have a tremendous range and vary even further with differences in age and sex. Pre and early adolescents have many and varied interests, usually for a shorter time. As they become older, their interests are fewer and more specific. During adolescence, girls are usually two years in advance of boys.

Group Discussion

After these main points were presented, the group was divided into smaller groups for discussion and an actual program of work from one county studied. Each group worked on one of the following topics.

Did the program provide opportunities for boys and girls to satisfy the human drives and needs of pre, early, and late adolescents? Did the program meet the interests of these three youth groups?

The groups were instructed to discuss the program of work and point out the desirable parts, parts they thought could be improved, and to make constructive suggestions.

Some leaders discovered that it was normal behavior for 9 and 10 year-olds to be enthusiastically interested in projects and want to take twice as many as they probably could complete. Perhaps the fact that older youth have fewer and more specific interests is a reason why, on paper at least, it looks like they're doing less than the younger members.

One problem was "how to get boys to demonstrate." Someone suggested that perhaps they're afraid of competition from developmentally superior girls of the same age.

Who benefits from a 4-H demonstration? The general opinion was that a demonstration gives the 4-H boy or girl an opportunity to satisfy, in some degree, all of the human drives and needs discussed. The question of how to stimulate 4-H member interest in demonstrating was another frequent topic.

Leaders discussed how these drives and interests could be satisfied through project work, educational, recreational and social activities, community affairs, and other local, district, State and nationwide activ-

(See Work Together, page 119)

KEEPING PACE

(Continued from page 110)

The program is then expanded to include design and selection of material from the standpoint of construction, pattern types and sizes, cutting and fitting of garments, and more advanced construction techniques.

You Make Your Own Clothes, the second handbook, is introduced and helps her to progress by one of two paths. She either makes more of the same type garments, thereby improving her skills and techniques, or she makes a garment using the skills and techniques already learned and involving a few new problems.

When the girl has passed the period of rapid physical growth and her mature figure begins to develop, she becomes increasingly aware of her personal appearance. She is interested in good grooming and in clothing that is suited to her type and her personality. She must have the right outfit for the occasion if she is to be self-confident and happy. She is interested in earning money and in purchasing some of her own clothing.

To meet this need, a unit of Wardrobe Planning is being developed. The first step in setting up the unit was to train leaders. We believed that best results would be obtained if the leaders could have firsthand information on current styles for teenagers and also know something about the availability of patterns, materials, ready-to-wear garments, and accessories in their local stores.

Plans for the new unit were outlined in detail. The next step was to consult with the Illinois Retail Merchants Association regarding the possibility of help from local stores. As a result, leader training sessions were held in 14 sections of the State with about 2,000 leaders in attendance.

The merchants were responsible for the training as outlined in the plan. They either assigned members of their staff to conduct the sessions or secured representatives from nationally known companies to do the work. The program included information on fabric design and selection, pattern selection, foundation garments, ready-to-wear apparel and accessories for teenagers and good grooming.

Leaders are incorporating the information acquired at the training

schools in their club work this spring. Buying Clothes, a unit being used by advanced members with the help of their county home advisers, is being revised and will follow the unit on Wardrobe Planning.

Since the method used to train leaders for the Wardrobe Planning unit is new, it is being evaluated and results should be known by the end of the year. An attempt will be made to determine the acceptance of the method by leaders and members, the attitude and interest of the merchants, and the quality of the clothing work in clubs whose leaders attended the sessions.

To make a realistic evaluation, leaders and girls will be consulted as the work progresses and county home advisers will check the work of the members from time to time. Evaluation of the work will also be made at county achievement days and at the State fair.

MOVING AHEAD

(Continued from page 99)

Agent turnover is one of the disturbing facts of extension work. Too often it weakens continuity of a 4-H program and it undoubtedly contributes to the problem of older members dropping out. Somehow we must stabilize the tenure of agents.

We must establish attitudes which will enable more young extension workers to view youth work as a worthy and satisfying career in itself, rather than a steppingstone to broader responsibilities.

Other problems closely related to agent turnover are those of agent recruitment and training. We must find ways of challenging more outstanding older 4-H'ers with the satisfaction of careers in extension youth work. We also must find ways to compete with organizations that can offer them greater and more immediate financial rewards. We must work closely with these young people and the instructional divisions of our colleges to see that these prospective youth workers receive adequate training for their jobs.

Recruitment and training of more adult volunteer 4-H leaders is another need. Even with the maximum number of superbly qualified and trained professional workers we will still need

many thousands more adult volunteer leaders. One of our tasks is to attract more people to this service and give them the training they need and desire.

These are only a few of the many needs which must be met if Extension is to move forward as it should in youth development. How well these needs will be met depends on many things. The most important is the acceptance by each extension worker of the challenges ahead.

NEW DIMENSIONS

(Continued from page 106)

and that they, the junior leaders, are assisting members in the process of learning. Junior leaders learn that they must be careful not to lose sight of nor abuse their duties and privileges.

Rewards of Leadership

How can you determine the value of growth, development, confidence, poise, service or the establishment of a set of values by which to live? Junior leaders receive the opportunity to learn how to work, play, and share experiences with club members under adult guidance. What greater reward could there be than to observe the development of club members and to know that you have helped?

Broadening of our junior leadership training and the inclusion of a project guide book has greatly enhanced our 4-H program. The recognition of our junior leaders has resulted in increased interest among older members.

Our junior leadership program not only benefits the older member, but it provides help for club leaders by making junior leaders available to fill some of their duties. Younger members, of course, benefit from the training given by junior leaders.

The basic philosophy of our program is centered on the idea that for a person to become a leader, he must work above and beyond the call of duty for personal satisfaction, not just meet the requirements for a project.

In determining who can be a junior leader, we use three key words as a guide—responsibility, encouragement, and guidance.

How Much is a 4-H'er Worth?

by DR. BEN F. LEHMBERG, Pastor, First Methodist Church, Colorado Springs, Colo.; National 4-H Alumnus, 1957

How much is a boy or a girl worth?

Several years ago, a chemist estimated that the average human body was made up of chemicals worth about \$8.50. He reached his conclusions in this manner: The average body contains about 3,500 feet of gas; he said gas was worth about a dollar a thousand, so there you have \$3.50 worth of gas.

He went on to say that the body has 15 pounds of fat. It also contains about 30 lumps of sugar, or enough to sweeten 15 cups of coffee. There is enough iron in the body, according to this chemist, to make an eight penny nail. There is enough lime to mark out the homeplate on a baseball diamond. The body contains enough phosphorus to poison 15 people or to make 3,000 match heads. Half the body is made up of water, and water has no commercial value, according to this chemist.

So, he said, the average human being is worth a total of \$8.50.

Recently I was told that the atoms in the human body have an energy potential of 11.4 million kilowatt hours per pound. They have a value of \$570 million per pound. At that rate, weighing about 180 pounds, I am worth the sum of \$102.6 billion. My wife could hardly believe it when I told her my value!

Being Yourself

The 4-H program is built on the idea that boys and girls are really worth something. The 4-H program says to young folks, "Fellows and girls, you are somebody. Now act like that somebody you are."

The people of Northern India have a story of a lion cub who was lost from the lioness. In his wanderings he came across a flock of sheep and started living with them. He learned the ways of sheep. He bleated like sheep. He acted like sheep.

One day the lioness came across these sheep in the search for food. She recognized her cub, which ran

from her with the same fear the sheep did. She heard him crying just like the sheep. She forgot about her hunger and succeeded in separating her cub from the flock. Then she took him to a pool of clear water and said to him, "Look at yourself. You are a lion, not a sheep. Now act like the monarch of the forest you are."

One of the most important lessons in life is to learn who you are—a child of the Divine—and then start acting like the son or daughter of a King.



Some modern cynics belittle this human being, our child of the Divine. One has said that man is an ape who chatters to himself of kinship with archangels while filthily he digs for groundnuts. And yet another has said that man is "a small but boisterous bit of organic scum, that for the time being coats part of the surface of one small planet."

In Eugene O'Neill's play, *THE GREAT GOD BROWN*, the body of Brown is seen lying on the street at the end of the play, a small crowd of curious folks standing by. A policeman arrives, turns to the crowd and asks, "What is his name?" Someone answers, "Man".

How do you spell Man? A-p-e, as one cynic claims? S-c-u-m? Or

would you spell Man as the New Testament does, "Now are we the sons of God and it doth not yet appear what we shall be?"

The 4-H program, which considers boys and girls more important than projects, magnifies the dignity of the individual.

One year, as a 4-H project, I raised corn. It was good corn and won me a prize at the State Fair. For several years I raised prize Plymouth Rock chickens. They, too, were champions.

But I was reminded often that it wasn't enough just to raise champions, unless I developed into a champion myself. It is what 4-H helps us to become that is the most important part of its program.

DEMANDS OF CHANGE

(Continued from page 110)

tion and the director of resident teaching in the North Carolina School of Agriculture are former 4-H members. A member of the first baby beef club in Buncomb County, Dr. Hubert Clapp is now practicing medicine. The late W. Kerr Scott, former county agent, commissioner of agriculture, Governor of North Carolina, and U. S. Senator, was an Alamance County 4-H Club member.

4-H Contributions

On and on, from day to day and year to year, the list grows. Ask any of these, or any club member who has achieved recognition in 4-H, "What in your opinion are the things that have contributed most to your success in 4-H and in life?"

The answer will come back to you almost unanimously, "4-H opened new doors of opportunity, making it possible for me to learn to work with others; to explore new fields; to meet and to know leaders in agriculture, business, education and government; to attend State and National meetings; to learn to know the college of agriculture; and to explore career opportunities. And most of all, 4-H helped me to make the most of my opportunities."

The true philosophy of 4-H is that, as we develop a grand champion animal, we have a greater opportunity to develop a grand champion boy or girl.

NEW BEACONS

(Continued from page 109)

inclusive definition of extension youth development.

Third, the new objectives squarely recognize that not all 4-H members can or should become farmers. Technical, scientific, and educational training and help for those who do want to farm is strongly emphasized. To help others, the challenge in agribusiness or related scientific fields is clearly listed as a part of our opportunity and responsibility.

Fourth, the character building and citizenship function of extension education is now clearly delineated. We have long recognized that our goal is skilled hands, strong bodies, trained minds, and good citizenship. But we didn't say so in our objectives. Now our introductory sentence says, "The primary aim of 4-H and other extension work with youth is to provide opportunities for the mental, physical, social, and spiritual growth of young people."

Finally, extension folks at the county and State levels have long recognized the leadership training values of 4-H. Yet this was ignored entirely in the objectives. So we now state clearly: develop leadership talents and abilities to achieve optimum citizenship potentials.

Down to Earth Aims

The new objectives retain or even amplify most of the fundamental principles that have been time tested and universally accepted. A few which come quickly to mind include:

1. Four-fold development of youth is the primary aim.
2. Science and research is the subject matter base.
3. Learning by doing is the practical method.
4. A family and community-centered approach is recommended.
5. Extension workers are planners, trainers, and organizers. Volunteer leaders, parents, and sponsors are the teachers, counselors, and "owners" of the program.

The photos with this article illustrate our 10 new beacons for Extension Youth Development. With the preface statement of aim these objectives put our program in focus.



Governor Mark Hatfield answers delegates' questions at 1959 Oregon 4-H Club Conference.

SEEING GOVERNMENT

(Continued from page 106)

officers of both branches answered questions about the proceedings. Then the delegates met with a panel of lobbyists and learned the part they play in development of legislation.

At other sessions the director of finance and administration discussed how State budgets are put together and the Supreme Court's chief justice explained the judicial system. As in the other meetings, the air was again filled with delegates' questions.

At the final session, a luncheon, the delegates evaluated the conference program and reported ideas for possible use next year.

Another feature was the announcement of the Oregon delegation to the 1959 National 4-H Club Conference in Washington, D. C. in June. Every delegate had been interviewed during the sessions. In this way, the National delegation was chosen with no person missing more than 30 minutes of the conference.

No one loses at the Salem meeting. They gain through the conference, the interview experience, and association with officials and each other.

This conference is developed by the Oregon extension service and is one of the vital segments of leader training provided the teenage 4-H members. It is regarded as one of the State's broad educational features designed to provide a challenge for the 4-H member. As a result of the 1958 conference, one county conference was held with the theme, Know Your

County Government. Others may follow.

Oregon club members are inspired by their State conference. They see government in action. Possibly most important is the realization of how they as citizens can help provide good government—local, county, and State. If this is done, national achievement of like nature will be a net result.

NATURAL RESOURCES

(Continued from page 112)

will meet in June at Fontana Village, N. C. to "wise up" on their natural resources. Over 300 senior 4-H members are expected to attend.

Soil conservation districts have great interest in the conservation activities of young people. In Michigan the State Association of Soil Conservation Districts has directors of youth activities in 4-H. Future Farmers of America and the Boy Scouts.

Similarly, the National Association of Soil Conservation Districts has committees on youth activities. As the work in small watersheds progresses, local districts will become increasingly interested and concerned with youth aspects of natural resource conservation.

Extension's opportunity is to provide information of a convincing nature so that young people will understand the values from living in harmony with nature. Where this can be done, there is promise of developing a program soon enough and good enough to conserve natural resources for the common welfare.

WORK TOGETHER

(Continued from page 115)

ities. Judging was given emphasis as being important in helping the individual develop ability to make reasonable and satisfactory decisions.

These and many other problems were discussed by leaders in 65 counties. Each leader was concerned with making the program interesting for the members, and still providing opportunities to help each member satisfy and develop those constant factors—drives for security, egoism, recognition, and fellowship.

This is indeed a big challenge. A program that will provide such incentives and opportunities in our rapidly changing situation is a great challenge that has been entrusted, in a large degree, to the more than 3,000 local volunteer 4-H leaders in South Dakota.

FAMILY HERITAGE

(Continued from page 103)

operation, the program has become the most significant international activity of the 4-H Club movement. It has furthered the awareness of international understanding as a vital ingredient for world peace.

Not only has it increased basic understanding, IFYE has activated many foreign exchangees to apply extension methods to raising the standards of rural living in their homelands. They have helped to spread the 4-H idea throughout the world, serving as a stimulant for founding similar programs in many countries while vitalizing the movement in several others.

IFYE is probably the most widely recognized program of the Foundation. More than 1,000 delegates from this country have gone to foreign countries and 1,179 exchangees have lived with nearly 8,000 American host farm families.

The Foundation's work in human development and human relations has assisted extension workers in becoming more familiar with research in understanding the development and behavior of people, and the interrelationships between people. They have been able to apply this better understanding to their jobs through

more effective use of tested educational principles and procedures.

This work has included establishing a library on human development and human relations. Consultation with State extension staffs, workshops, and other training sessions have enabled participants to better understand people and to improve their work with people.

Look to the Future

Yes, for a 10-year old, the National 4-H Club Foundation has shown a lot of growth. But as with any youngster, the adolescent years will be critical in shaping the mature character and personality. The entire extension family has a stake—and a responsibility—in the growth and development of the Foundation.

The Foundation is you—the Cooperative Extension Service. It lives to meet your needs as well as the needs of the people you serve. Helping others to help themselves is a part of the extension family tradition. The National 4-H Club Foundation is endeavoring to uphold the family heritage.

CAREER EXPLORATION

(Continued from page 111)

For those who wish to pursue the career exploration phase, an attempt will be made to counsel and supply facts for help in making decisions. The nature of the occupation of interest, possible sources of training, scholarships, and other financial helps available are examples of the types of information needed. Some career exploration opportunities may be extended to include girls if adequate county staff is continued.

Values to Youth

The work on career exploration and farm management which are inseparable should help discourage some young people from starting in hopeless situations. It should help those who want to farm get started on a more sound business basis.

Our program is pointing out the need for good-sized, economically sound, 4-H projects. It should encourage some of our most capable boys to remain in the general field of

agriculture, familiarizing them with the opportunities compared with other types of work.

We are giving boys interested in a particular occupational field an opportunity to get acquainted and talk firsthand with people in that field—to discuss possibilities for training and the nature of the job. We are reaching some boys who have never been reached through 4-H or vocational agriculture, helping to broaden their horizons and understanding.

This program is encouraging more farm and home planning. Whenever decisions are made or goals are set regarding children, the whole farm, the home, and other family members are involved.

The program is helping to gear the 4-H program to different age and maturity levels. It is uncovering new approaches and teaching methods and is interesting more people in assisting in the 4-H program.

Times have changed, and so must our point of view regarding youth development programs if we are to keep abreast with the "challenge of change."

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publication distribution officer.

- F 1422 Udder Disease of Dairy Cows—
Reprint
- F 1914 Diseases of Swine—Reprint
- F 1943 Diseases of Sheep and Goats—
Reprint
- F 2118 Soil Conserving Tillage Systems for
Corn—New
- L 224 The Home Fruit Garden in the
Pacific Coast States and Arizona
—Slight Revision 1958
- L 249 What is a Conservation Farm Plan
—Revision 1958
- L 444 The Narcissus Bulb Fly—How to
Prevent Its Damage in Home Gar-
dens—New
- G 45 Turkey on the Table Year Round
Revision 1958
- G 59 Simplified Clothing Construction
—New



Report to the Nation during 1959 4-H Club Week was made by six National 4-H delegates and two alumni. L. to r. are: Mrs. Beatrice Pfefferkorn, Maryland; Bill Jones, North Carolina; Dwight Walker, New Mexico; Marilyn Wood, Texas; President Eisenhower; Merry Jo Stewart, Colorado; John Carlin, Kansas; Linda Lou Gould, Indiana; and Earl Shiflet, Virginia.

CLASS OF SERVICE
This is a fast message unless its deferred character is indicated by the proper symbol.

WESTERN UNION TELEGRAM

W. P. MARSHALL, PRESIDENT

The filing time shown in the date line on domestic telegrams is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination.

SYMBOLS
DL = Day Letter
NL = Night Letter
LT = International Letter Telegram

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TO THE 4-H CLUB MEMBERS OF AMERICA

THE WHITE HOUSE - WASHINGTON DC

IT IS A PLEASURE TO SEND GREETINGS TO THE MEMBERS AND LEADERS OF THE 4-H CLUBS. THE FOUR-FOLD EMPHASIS OF THIS FINE ORGANIZATION--HEAD, HEART, HANDS AND HEALTH--REFLECTS A BROAD EFFORT TOWARD GENERAL FITNESS AND WELL-ROUNDED DEVELOPMENT. I AM SURE THAT THE TRAINING AND EXPERIENCE WHICH ARE RECEIVED IN 4-H ACTIVITY HELP DEVELOP MATURITY OF JUDGMENT, GOOD CITIZENSHIP, AND THOSE QUALITIES OF LEADERSHIP THAT ARE NEEDED AND VALUED IN EVERY WALK OF LIFE. BEST WISHES FOR ANOTHER YEAR OF STIMULATING, ENJOYABLE WORK IN THE 4-H CLUBS OF AMERICA.

DWIGHT D. EISENHOWER